Grammar, Usage, & Mechanics
Skillbook

Level I

Perfection Learning®


**Table of Contents**

**Chapter 1: The Parts of Speech**
- Finding Nouns ...................................... 8
- Using Specific Nouns ............................ 9
- Analyzing the Use of Nouns ...................... 10
- Finding Common and Proper Nouns .......... 11
- Capitalizing Proper Nouns ..................... 12
- Finding Antecedents ............................ 13
- Replacing Nouns with Pronouns ............... 14
- Finding Personal Pronouns .................... 15
- Finding Intensive and Reflexive Pronouns . 16
- Using Intensive Pronouns ...................... 17
- Persuasive Letter: Using Pronouns .......... 18
- Finding Indefinite Pronouns .................. 19
- Making Pronouns and Their Antecedents Agree ... 20
- Finding Demonstrative and Interrogative Pronouns ... 21
- Finding Action Verbs ............................ 22
- Finding Verb Phrases ............................ 23
- Replacing Verbs .................................. 24
- Postcard: Using Action Verbs ................... 25
- Finding Transitive and Intransitive Verbs ... 26
- Using Action Verbs ............................... 27
- Identifying Linking Verbs ....................... 28
- Finding Linking Verbs ............................ 29
- Changing Questions into Statements ......... 30
- Descriptive Paragraph: Using Linking Verbs ... 31
- Distinguishing Between Linking Verbs and Action Verbs ... 32
- Writing Sentences ................................. 33
- Personal Narrative: Using Action and Linking Verbs ... 34
- Mixed Practice: Verbs .......................... 35
- Finding Adjectives ................................. 36
- Supplying Adjectives ............................. 37
- Using Vivid Adjectives ............................ 37
- Finding Adjectives ................................. 38
- Finding Proper and Compound Adjectives .... 39
- Capitalizing Proper Adjectives ............... 40
- Distinguishing Between Adjectives and Nouns ... 41
- Writing Sentences Using Adjectives and Nouns ... 42
- Distinguishing Between Adjectives and Pronouns ... 43
- Writing Sentences Using Adjectives and Pronouns ... 44
- Advertisement: Using Adjectives ............. 45
- Identifying Adjectives ......................... 46
- Finding Adverbs That Modify Verbs .......... 47
- Using Adverbs for Sentence Variety .......... 48
- Writer’s Craft: Analyzing the Use of Adverbs ... 49
- Finding Adverbs That Modify Adjectives and Other Adverbs ... 50
- Adding Adverbs .................................. 51
- Distinguishing Between Adjectives and Adverbs ... 52
- Writing Sentences Using Adverbs and Adjectives ... 53
- Identifying Adverbs ............................... 54
- Finding Prepositions ............................. 55
- Supplying Prepositions ........................... 56
- Finding Prepositional Phrases .................. 57
- Creating Sentence Variety ....................... 58
- Setting: Using Prepositional Phrases .......... 59
- Distinguishing Between Prepositions and Adverbs ... 60
- Writing Sentences Using Prepositions and Adverbs ... 61
- Mixed Practice: Prepositional Phrases ......... 62
- Finding Conjunctions ............................. 63
- Using Conjunctions to Combine Sentences .................. 64
- Finding Interjections ............................ 65
- Writing Sentences with Interjections ......... 66
- Determining Parts of Speech ................... 67
- Writing Sentences ................................. 68
- Informative Writing: Using Parts of Speech .... 69

**Chapter 2: The Sentence Base**
- Recognizing Sentences and Fragments ........ 70
- Friendly Letter: Writing Complete Sentences ........ 71
- Finding Complete Subjects ...................... 72
- Finding Complete and Simple Subjects ....... 73
- Writing Complete Subjects ...................... 74
- Finding Complete Predicates ................... 75

Many Voices Language • Level I 3
### Table of Contents

- Finding Complete and Simple Predicates .................. 76
- Using Vivid Verbs ............................................. 77
- Mixed Practice: Simple Subjects and Verbs ............. 78
- Finding Verb Phrases ......................................... 79
- Finding Verbs ................................................. 80
- Using Verb Interrupters ..................................... 81
- Informal Speech: Using Verbs ............................... 82
- Finding Compound Subjects ................................ 83
- Combining Sentences ........................................... 84
- Finding Compound Verbs ....................................... 85
- Combining Sentences .......................................... 86
- Recognizing Natural and Inverted Sentence Order ...... 87
- Varying Sentence Beginnings ................................ 88
- Understood Subjects ........................................... 89
- Using Understood Subjects ................................... 90
- Directions: Understood You ................................ 91
- Mixed Practice: Subjects and Verbs ....................... 92
- Recognizing Fragments ....................................... 93
- E-Mail Message: Writing Complete Sentences ........... 94
- Recognizing Phrase Fragments ......................... 95
- Writer’s Craft: Analyzing the Use of Phrase Fragments 96
- Recognizing Clause Fragments ............................... 97
- Mixed Practice: Sentence Fragments ...................... 98
- Recognizing Run-on Sentences ............................. 99
- Mixed Practice: Fragments and Run-on Sentences ...... 100

### Chapter 3: Phrases

- Finding Prepositional Phrases .............................. 101
- Recognizing Adjective Phrases as Modifiers ............. 102
- Using Adjective Phrases to Combine Sentences ........ 103
- Persuasive Letter: Using Adjective Phrases ............. 104
- Recognizing Adverb Phrases as Modifiers ................. 105
- Identifying Misplaced Modifiers ............................ 106
- Mixed Practice: Adjective and Adverb Phrases ......... 107
- Finding Appositives and Appositive Phrases ............ 108
- Editorial: Using Appositives ................................ 109
- Recognizing Participles as Modifiers ..................... 110
- Distinguishing Between Participles and Verbs .......... 111
- Writing Sentences with Participles and Verbs .......... 112
- Finding Participial Phrases ................................ 113
- Recognizing Participial Phrases as Modifiers ............ 114
- Using Participial Phrases in Sentences ................. 115
- Writer’s Craft: Analyzing the Use of Participles ......... 116
- Finding Gerunds ................................................. 117
- Distinguishing Between Gerunds and Participles ....... 118
- Using Gerunds and Participles in Sentences .......... 119
- Finding Gerund Phrases ....................................... 120
- Understanding the Uses of Gerund Phrases .......... 121
- Using Gerunds in Sentences ................................ 122
- Informative Article: Using Gerunds ..................... 123
- Finding Infinitives .............................................. 124
- Distinguishing Between Infinitives and Prepositional Phrases 125
- Using Infinitives in Sentences ............................. 126
- Finding Infinitive Phrases .................................... 127
- Recognizing Infinitive Phrases as Modifiers ............. 128
- Correcting Split Infinitives .................................. 129
- Writer’s Craft: Analyzing the Use of Infinitives ......... 130
- Recognizing Misplaced and Dangling Modifiers ...... 131
- Mixed Practice: Verbals and Verbal Phrases .......... 132

### Chapter 4: Clauses

- Distinguishing Between Kinds of Clauses ................. 133
- Finding Subordinating Conjunctions ..................... 134
- Recognizing Adverb Clauses as Modifiers ............... 135
- Writing Sentences Using Adverb Clauses ............... 136
- Persuasive Letter: Using Adverb Clauses ............... 137
- Finding Relative Pronouns .................................. 138
- Recognizing Adjective Phrases as Modifiers .......... 139
- Determining the Function of a Relative Pronoun ....... 140
## Table of Contents

Writing Sentences Using
  - Relative Pronouns .......................... 141
  - Friendly Letter: Using Adjective Clauses .... 142
  - Identifying Misplaced Modifiers .......... 143
  - Identifying Noun Clauses .................. 144
  - Identifying Subordinate Clauses .......... 145
  - Writer’s Craft: Analyzing the Use of
    Subordinate Clauses ....................... 146
  - Mixed Practice: Subordinate Clauses .... 147
  - Classifying Sentences ..................... 148
  - Writing Different Types of Sentences .... 149
  - Commercial: Varying Sentence Structure .... 150

### Chapter 5: Using Verbs

1. Determining the Principal Parts of a Regular Verb .......................... 151
2. Determining Principal Parts of an Irregular Verb ....................... 152
3. Using the Correct Verb Form ............................................ 153
4. Correcting Improperly Used Verbs .................................. 154
5. Determining the Correct Verb Form .................................. 155
6. Using the Correct Verb Form ........................................... 156
7. Correcting Improperly Used Verbs .................................. 157
8. Determining the Correct Verb Form .................................. 158
9. Using the Correct Verb Form ........................................... 159
10. Writing Sentences Using Irregular Verbs ............................... 160
11. Announcement: Using Verb Forms .................................... 161
12. Mixed Practice: Past and Past Participles .............................. 162
13. Using the Correct Verb .............................................. 163
14. Correcting Verb Usage .............................................. 164
15. Informative Paragraph: Using Problem Verbs ............................ 165
16. Identifying Verb Tense .............................................. 166
17. Using Verb Tenses ................................................. 167
18. Identifying Progressive Verb Forms ................................. 168
19. Writing Sentences .................................................. 169
20. Writer’s Craft: Analyzing the Use of the Past Progressive Form .... 170
21. Identifying Shifts in Tense ........................................... 171
22. Persuasive Article: Avoiding Inappropriate Shifts in Tense ........... 172
23. Recognizing Active and Passive Voice ................................ 173
24. Movie Review: Using Active Voice .................................. 174
25. Mixed Practice: Verb Forms .......................................... 175

### Chapter 6: Using Pronouns

- Determining Case ............................................. 176
- Using Nominative Pronouns as Subjects ............................. 177
- Using Pronouns as Predicate Nominatives .......................... 178
- Supplying Pronouns in the Nominative Case ....................... 179
- Using Nominative Case Pronouns ................................. 180
- Friendly Letter: Using Nominative Case Pronouns .............. 181
- Using Pronouns as Direct and Indirect Objects .................... 182
- Using Pronouns as Objects of Prepositions ....................... 183
- Supplying Pronouns in the Objective Case ......................... 184
- Writing Sentences ................................................. 185
- Mixed Practice: Pronoun Cases ..................................... 186
- Using Pronouns in the Possessive Case ............................. 187
- Supplying Pronouns in All Cases .................................. 188
- Using Possessive Pronouns and Contractions .................... 189
- Mixed Practice: Possessive Pronouns .............................. 190
- Using Forms of Who in Questions ................................. 191
- Using Forms of Who in Clauses .................................... 192
- Writing Sentences Using Forms of Who ............................ 193
- Explanation: Using Forms of Who ................................. 194
- Mixed Practice: Forms of Who ...................................... 195
- Completing Elliptical Clauses ...................................... 196
- Using Pronouns in Elliptical Clauses ............................... 197
- Writing Sentences with Elliptical Clauses ......................... 198
- Paragraph of Comparison: Using Elliptical Clauses .......... 199
- Making Pronouns and Antecedents Agree ......................... 200
- Making Personal Pronouns Agree with Indefinite Pronouns ...... 201
- Correcting Pronoun Agreement Errors ......................... 202
- Mixed Practice: Pronoun Agreement ......................... 203
- Correcting Antecedent Problems ................................. 204
- Correcting Pronoun References ................................. 205
- Response Letter: Using Pronoun References .................... 206
- Mixed Practice: Pronoun References ................................ 207

### Chapter 7: Subject and Verb Agreement

- Determining the Number of Nouns and Pronouns .................... 208
- Determining the Number of Verbs .................................. 209
- Making Subjects and Verbs Agree ................................. 210

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Many Voices Language • Level I
# Table of Contents

Correcting Errors in Subject and Verb Agreement .......................... 211
Making Subjects and Verb Phrases Agree ........................................ 212
Correcting Errors in Agreement .................................................. 213
Making interrupted Subjects and Verb Agreement .................................. 214
Correcting Errors in Subject and Verb Agreement .................................. 215
Persuasive Letter: Using Correct Subject and Verb Agreement .................. 216
Mixed Practice: Subject and Verb Agreement .................................... 217

**Making Verbs Agree with Compound Subjects** ................................ 218
Correcting Errors in Agreement .................................................. 219
Making Verbs Agree with Indefinite Pronouns .................................... 220
Writing Sentences with Verbs in Inverted Order Agree .......................... 221
Writing Sentences ............................................................................. 222
Making Subjects and Verbs Agree .................................................. 224
Writing Sentences ............................................................................. 225
Making Subjects and Verbs Agree .................................................. 226
Correcting Errors in Agreement .................................................. 227
Mixed Practice: Subject and Verb Agreement .................................... 228

**Chapter 8: Using Adjectives and Adverbs**
Determining Degrees of Comparison ................................................ 229
Forming the Comparison of Modifiers ............................................. 230
Forming the Negative Comparison of Modifiers ................................. 231
Writing Sentences with Adjectives and Adverbs .................................. 232
Forming the Comparison of Irregular Modifiers .................................... 233
Forming the Comparison of Modifiers ............................................. 234
Using Forms of Comparison ....................................................... 235
Tall Tale: Using Degrees of Comparison ........................................... 236
Mixed Practice: Using modifiers .................................................... 237
Using Adjectives and Adverbs ..................................................... 238
Explanatory Writing: Using Adjectives and Adverbs ................................. 239
Correcting Adjective and Adverb Usage Mistakes ................................ 240
Correcting Double Negatives .......................................................... 241
Persuasive Speech: Using Modifiers .............................................. 242
Mixed Practice: Adjectives and Adverbs ........................................ 243

**A Writer's Glossary of Usage**
Recognizing Correct Usage .......................................................... 244
Finding the Correct Word ............................................................. 245
Writing Correct Forms of Verbs .................................................... 246
Description: Using Verbs ............................................................. 247
Finding the Correct Word ............................................................. 248
Recognizing Correct Usage .......................................................... 249
Mixed Practice: Correct Word .......................................................... 250
Finding the Correct Word ............................................................. 251
Finding the Correct Word ............................................................. 252
Recognizing Correct Usage .......................................................... 253

**Chapter 9: Capitalization**
Using Capitalization ................................................................. 254
Correcting Errors in Capitalization ................................................ 255
Capitalizing Geographical Names .................................................. 256
Using Capital Letters ................................................................. 257
Correcting Errors in Capitalization ................................................ 258
E-Mail Message: Using Capitalization ............................................. 259
Capitalizing Proper Nouns ............................................................ 260
Using Capital Letters ................................................................. 261
Correcting Errors in Capitalization ................................................ 262
Business Letter: Using Capital Letters .......................................... 263
Capitalizing Proper Nouns ............................................................ 264
Using Capital Letters ................................................................. 265
Correcting Errors in Capitalization ................................................ 266

Advertisement: Using Correct Capitalization .................................. 267
Mixed Practice: Using Capitalization .............................................. 268
Capitalizing Proper Adjectives ....................................................... 269
Correcting Errors in Capitalization ................................................ 270
Capitalizing Titles of Persons ....................................................... 271
Correcting Errors in Capitalization ................................................ 272
Capitalizing Titles ................................................................. 273
Correcting Errors in Capitalization ................................................ 274
Friendly Letter: Using Capital Letters .......................................... 275
Mixed Practice: Correcting Capitalization ....................................... 276

**Chapter 10: End Marks and Commas**
Classifying Sentences ............................................................... 277
Correcting End Punctuation .......................................................... 278
Instructions: Using Sentence Variety .............................................. 279
Using End Marks with Abbreviations ............................................. 280
Outline: Using Periods ................................................................. 281
Mixed Practice: End Marks ............................................................. 282
Using Commas in a Series ............................................................. 283
Writing Sentences ................................................................. 284
Using Commas with Adjectives .................................................... 285
Using Commas with Compound Sentences ....................................... 286
Writing Compound Sentences ...................................................... 287

6 Many Voices Language • Level I
<table>
<thead>
<tr>
<th>Chapter 12: Other Punctuation</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forming Possessive Singular Nouns</td>
<td>320</td>
</tr>
<tr>
<td>Writing Sentences</td>
<td>320</td>
</tr>
<tr>
<td>Forming Possessive Plural Nouns</td>
<td>321</td>
</tr>
<tr>
<td>Forming Possessive Nouns</td>
<td>322</td>
</tr>
<tr>
<td>Using Possessive Nouns</td>
<td>323</td>
</tr>
<tr>
<td>Using the Possessive of Pronouns</td>
<td>324</td>
</tr>
<tr>
<td>Using Possessive Pronouns</td>
<td>325</td>
</tr>
<tr>
<td>Using Apostrophes Correctly</td>
<td>326</td>
</tr>
<tr>
<td>Using Possessive Forms Correctly</td>
<td>327</td>
</tr>
<tr>
<td>Writing Sentences</td>
<td>328</td>
</tr>
<tr>
<td>Using Apostrophes with Contractions</td>
<td>329</td>
</tr>
<tr>
<td>Distinguishing Between Contractions and Possessive Pronouns</td>
<td>330</td>
</tr>
<tr>
<td>Using Apostrophes</td>
<td>331</td>
</tr>
<tr>
<td>Friendly Letter: Using Apostrophes</td>
<td>332</td>
</tr>
<tr>
<td>Correcting Errors with Apostrophes</td>
<td>333</td>
</tr>
<tr>
<td>Using Semicolons with Compound Sentences</td>
<td>334</td>
</tr>
<tr>
<td>Using Semicolons and Commas with Compound Sentences</td>
<td>335</td>
</tr>
<tr>
<td>Forming Possessive Plural Nouns</td>
<td>336</td>
</tr>
<tr>
<td>Using Semicolons to Avoid Confusion</td>
<td>337</td>
</tr>
<tr>
<td>Persuasion: Using Semicolons</td>
<td>338</td>
</tr>
<tr>
<td>Mixed Practice: Semicolons and Colons</td>
<td>339</td>
</tr>
<tr>
<td>Informative Article: Using Colons</td>
<td>340</td>
</tr>
<tr>
<td>Mixed Practice: Apostrophes, Semicolons, and Colons</td>
<td>341</td>
</tr>
<tr>
<td>Using Hyphens to Divide Words</td>
<td>342</td>
</tr>
<tr>
<td>Writing Sentences</td>
<td>343</td>
</tr>
<tr>
<td>Using Hyphens</td>
<td>344</td>
</tr>
<tr>
<td>Using Hyphens</td>
<td>345</td>
</tr>
<tr>
<td>Using Dashes and Parentheses</td>
<td>346</td>
</tr>
<tr>
<td>Using Hyphens, Dashes, and Parentheses</td>
<td>347</td>
</tr>
<tr>
<td>Mixed Practice: Other Punctuation</td>
<td>348</td>
</tr>
</tbody>
</table>
CHAPTER 1 The Parts of Speech (pages 2–29)

Writing Sentences Using Adjectives and Pronouns

◆ Write two sentences using each of the words below. In the first sentence, use the word as an adjective. In the second sentence, use the word as a pronoun.

1. many

   *Adjective:* ________________________________________________________________

   *Pronoun:* ________________________________________________________________

2. each

   *Adjective:* ________________________________________________________________

   *Pronoun:* ________________________________________________________________

3. what

   *Adjective:* ________________________________________________________________

   *Pronoun:* ________________________________________________________________

4. several

   *Adjective:* ________________________________________________________________

   *Pronoun:* ________________________________________________________________

5. that

   *Adjective:* ________________________________________________________________

   *Pronoun:* ________________________________________________________________
You have been hired by an advertising agency to write an ad for a summer camp for teenagers. First decide what kind of camp you will advertise. Is it a camp in the country, a sports camp, a space camp, or another type of camp? Remember to make the camp appealing to someone like you but also try to describe a summer experience for which parents would gladly pay. Describe activities, meals, and other aspects of the camp that are enticing. Underline all the adjectives you use in your description.
Writer’s Craft: Analyzing the Use of Phrase Fragments

◆ Rather than use complete sentences, writers often intentionally use phrase fragments to express themselves. Read the following excerpt from The Woman Warrior by Maxine Hong Kingston, then follow the directions.

To shut the door at the end of the workday, which does not spill into evening. To throw away books after reading them so they don’t have to be dusted. To go through boxes on New Year’s Eve and throw out half of what’s inside. Sometimes for extravagance to pick a bunch of flowers for the one table. Other women besides me must have this daydream about a carefree life.

—Maxine Hong Kingston, The Woman Warrior

◆ Underline the one complete sentence in the excerpt.

◆ Rewrite one of the phrase fragments to form a complete sentence.

◆ In the final sentence, Kingston points out that the previous phrases describe daydreams. Why do you think she chose to describe these daydreams in fragments rather than in complete sentences?
CHAPTER 4 Clauses  (pages 66–83)

Writing Sentences Using Adverb Clauses

◆ Write sentences about taking a trip that follow the directions below. Then underline each adverb clause. Include commas where needed in your sentences.

1. Include an adverb clause that begins with than.

2. Include an adverb clause that begins with even though.

3. At the beginning of the sentence, include an adverb clause that begins with because.

4. Include an adverb clause that begins with unless and interrupts an independent clause.

5. At the beginning of the sentence, include an adverb clause that begins with whenever.
CHAPTER 4  Clauses  (pages 66–83)

Persuasive Letter: Using Adverb Clauses

◆ Your local newspaper is having a contest. The newspaper will send the winner of the contest on a trip anywhere in the world. To enter, contestants must write a letter of one hundred words or less stating what place in the world they would like to visit and what they would like to do there. The newspaper will give the grand prize to the person who writes the most persuasive letter. Write a letter for the contest. Remember that your letter must be no more than one hundred words and it must be very persuasive. Underline at least three adverb clauses that you use in your letter.
A Writer’s Glossary of Usage  (pages 156–175)

Finding the Correct Word

◆ Underline the word in parentheses that correctly completes each sentence.

1. The junior varsity team has (all ready, already) started football practice.

2. (Accept, Except) for a few players, the team is in excellent condition.

3. This year’s team has (a, an) difficult schedule.

4. Their coaches offer the players useful (advice, advise).

5. All of them go (everywhere, everywheres) the team plays.

6. In addition, they teach the eager squad a large (amount, number) of plays.

7. Loyalty (among, between) the members of the football team is encouraged.

8. (A lot, A large amount) of time is spent in daily practice.

9. Players arriving late (affect, effect) the practice schedule.

10. The players meet (all together, altogether) before and after practice.

11. They stand around for (a while, awhile) listening to a pep talk.

12. It (ain't, isn't) long before the first game will be played.
A Writer’s Glossary of Usage  (pages 156–175)

Recognizing Correct Usage

◆ Add interest to this paragraph by replacing the term *a lot* with a more precise word or phrase. As you rewrite the paragraph, use a different word or phrase each time.

A lot of students waited eagerly for the first football game. When the day arrived, a lot of the ninth grade class met for a pep rally. The teachers advised the students not to wander around a lot. After cheering and applauding a lot, they returned to class, a lot satisfied with their class spirit.